



# Behaviour Policy

**Review Date:** January 2022



Defence Children Services

## **Statement of Behaviour Principles**

Our core values are central to all we do in Episkopi Primary School and underpin our high standards of behaviour.

**At Episkopi Primary School, we nurture and cherish each child developing strong relationships built on respect, a sense of responsibility and kindness. This is the foundation for our learning and growing together in a happy, warm and purposeful environment.**

**Our aim is to support our children to develop curiosity and a thirst for learning that will grow and develop throughout their life. We encourage our children to embrace challenge, and opportunities to reflect, as they develop resilience and a pride in their achievements, both in the classroom and beyond.**

**We develop our curriculum and wider learning opportunities to capitalise on our unique setting and environment ensuring high quality learning opportunities to enable our children to be: curious and kind; to have the courage to shine!**

Our whole school team work together to develop and ensure consistent routines and expectations which respect everyone's individual needs. We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying. The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations, a focus on learning and appropriate praise and celebration of outcomes.

When children do not meet the expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible.

For those children with particular needs who may experience particular difficulties with behaviour, the school will seek to ensure that such pupils receive support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

We are committed to working in partnership with parents and families to ensure that the school's values become central to the lives of our children. Strong relationships with families and parents as well as our clear communication with parents will promote this policy. We recognise our legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, to provide a safe and ordered environment in which all children can flourish.

This policy should be read in conjunction with other school policies, in particular:

- Safeguarding Policy
- Equality Policy and Objectives
- Anti-bullying Policy
- Attendance Policy
- Health and Safety Policy
- Exclusion Policy
- SEND Policy

## **Introduction**

At Episkopi Primary School we aim to produce a safe and secure environment where *all* can enjoy learning and growing together. In order to achieve this, we will aim to:

- Provide effective and engaging teaching of a rich and meaningful school curriculum, encouraging the highest achievement for each child;
- Nurture the spiritual development of all members of the school community;
- Value the contribution each child makes to the life of the school and take account of individual's needs;

- Promote an ethos of excellence for all;
- Create an ethos of excellent behaviour in school in order to promote effective learning. This will ensure that children are happy, secure and safe;
- Promote good relationships and ensure that all are treated fairly and shown respect;
- Foster a sense of community and self-discipline within the school where children and adults treat each other with respect and courtesy;
- Help children lead disciplined lives and to understand that good citizenship is based upon good behaviour, reflecting the principles of British Values upheld by the school (democracy, rule of law, liberty, mutual respect and tolerance of those of different faiths and beliefs);
- Establish positive links between home and school;
- Ensure educational continuity through liaison between classes or year groups, with pre-school or other schools settings and secondary schools;
- Encourage our children to take risks, aim high and challenge themselves.

### **Aims of this policy**

- To provide a shared and consistent understanding of “excellent behaviour” in school.
- To ensure that the organisation, routines and systems in our school promote positive behaviour and ensure high expectations of all.
- To promote positive and effective learning through the consideration of the impact of the structure and organisation of our school may have on the behaviour of our children.
- To develop good relationships between children, adults and children and adults.
- To create an ethos of mutual respect and trust, enabling co-operation in all aspects of school life.
- To promote high self-esteem and a sense of self-worth and well-being in all our children.
- To help give staff, pupils and parents a feeling of common purpose.

### **Promoting Positive Behaviour**

We believe children achieve well when excellent standards of behaviour are introduced and maintained. We also believe that by fostering positive relationships and attitudes, acknowledging the efforts and achievements of all children and by noticing how each one of us is unique and remarkable, positive behaviour and learning are encouraged. Opportunities for promoting positive behaviour strategies within school include:

- *Whole school* and class collective worships and assemblies - where our school values are discussed and applied to our everyday lives and to our relationships with one another;
- PSHE opportunities and opportunities throughout the wider curriculum, including themes on citizenship, friendship, anti-social behaviour, bullying, British Values etc;
- *Circle Time*, where children learn social skills and ways of communicating their thoughts and feelings in a positive, safe and nurturing environment;
- *Opportunities for pupil voice and positive engagement* where children are able to support and help each other across school e.g. promoting fair and fun play, operating as ambassadors of exemplary behaviour and learning within the school family;
- Outside speakers such as the medical staff, local role models, the Padre and members of the military or wider community visiting our school and enriching our school community.

### **Classroom Management, Rules and Rewards**

All staff are responsible for the safety and wellbeing of children in their direct care and will follow school’s policy and guidelines on managing and promoting good behaviour. This will include the use of rewards and sanctions. The school’s rules will be made known to all children and staff, and all should keep to them. They will frequently be referred to in assemblies and class discussions and will be the focus of discussions with children when praising good behaviour or reprimanding poor behaviour. Classes may decide their own specific rules through “circle time” and other discussions. Teachers may have their own motivation systems. However, there are some whole school agreed codes, sanctions and rewards. Children who display poor behaviour will be nurtured and supported in their understanding and respect for the types of behaviour which are expected in any given situation across school. They will be helped to understand the impact that negative behaviour has on themselves and those around them. This will most likely involve essential input from parents in supporting school’s behaviour modification strategies and in replicating and extending these strategies for use at home. This policy and the sanctions included also refer to HGBT language and bullying.

## Our School Rules:

- Be kind;
- Be respectful
- Be responsible;

These help us to be curious and kind, having the courage to shine!

## Routines and Expectations

Visible, positive consistency in routines and expectations support high standards of behaviour for all children. To clarify expectations and be sure all children and staff are clear on school routines, the following routine behaviour and expectations need to be known to, and reinforced by, all staff including supply teachers, support staff, students and non-teaching staff. Teachers will introduce children to specific areas or aspects of our school behaviour expectations at the beginning of each year and as necessary throughout the year. This may be linked to a whole school focus.

In the coat hook areas, we teach children to:

- *Hang up their coat and bag on its hook;*
- *Only handle their own property unless you are asked to touch others property by an adult;*
- *If the area is crowded, quietly wait their turn;*
- *Always clear the area quickly – don't hang around.*

During assembly we remind children to:

- Be ready to reflect as assembly begins as soon as they walk into the hall;
- Listen to others and join in the assembly as instructed by the leader;
- Keep the quiet in their mind as they leave the hall and go back to their classroom.

At play and brunch times we teach children to:

- Go to the toilet if they need to, and collect their belongings while adults supervise;
- Stay within the playground boundaries;
- Think about safety and act in a way that will not hurt others;

During brunch times, we teach children to:

- Make sure they have washed their hands before they eat;
- Say "please" and "thank you" to all the staff who give help;
- Try not to spill food on the floor and pick up anything that may be dropped;
- Sit and eat sensibly and talk quietly;
- Not share/swap food with each other

In the toilet, we teach children to:

- Flush the toilet when finished;
- Respect the privacy of others;
- Make sure the taps are turned off and be responsible about using water;
- Leave the toilets clean and tidy.

Around school and in corridors, we teach children to:

- Show super smart walking;
- Hold the door open for others;
- Be polite to, and make way for, adults and visitors to the school.

During outings we remind children to:

- Keep themselves and others safe at all times;
- Be polite and set a good example to everyone;
- Respect their own and other people's property;

During indoor playtimes we teach children to:

- Use the allocated games and equipment (no scissors);
- Tidy-up quickly when asked to;
- Stay in the space allocated;
- Always ask if they need to leave the classroom or go to the toilet.

## Rewards and Praise

At all times, teachers have high expectations of all our children in terms of both achievement and behaviour and adopt a positive approach to behaviour management.

We believe that giving kind, positive feedback to our children is important to reinforce good behaviour and to encourage others in appropriate social behaviour. We aim for our pupils to develop intrinsic motivation to do the right thing but acknowledge that children do need some extrinsic rewards and praise to help them develop the making of good choices. We aim to make our praise and rewards specific to help encourage children to continue to display positive behaviours and attitudes. We also acknowledge that pupils need to be recognized for keeping the rules.

Here are some practical examples of positive feedback at Episkopi Primary School:

- Giving specific verbal or non-verbal praise which reinforces good behaviour
- Praise stamps/stickers and written comments on work from teachers and peers
- Displays of children's work
- Sending children to another teacher/Headteacher to discuss and share good work
- Writing notes, sending postcards or calling home
- Star of the week or other awards in our end of week celebration assembly
- Giving responsibility, e.g. role of monitor for specific tasks
- Individual classroom rewards

## **Sanctions:**

We believe that our positive learning environment and positive reinforcement will support the vast majority of pupils in displaying good behaviour and attitudes in school. However, there will be examples where unacceptable behaviour must be addressed through the school sanctions and this is the process which is followed:

- The process begins after a pupil has been given a reminder and a chance to change their behaviour.
- A pupil is given a warning and a chance to change their behaviour. Specific language is used around the unacceptable behavior i.e. the particular school rule which this relates to and the choice of continued unacceptable behaviour.
- If unacceptable behaviour continues, the pupil will receive a loss of privilege of up to 5 minutes with the opportunity for reflection linked to our school rules and values and positive restorative action.
- If behaviour continues to be unacceptable, the pupil is given 15 minutes time out *in a partner class* with work. *When the pupil arrives, the adults in that class will not admonish the pupil again, and they will keep any interactions to a minimum. The pupil will not help or join in with any activities within that class.* The class teacher will log this as a behaviour incident on MyConcern.
- If a pupil is required to complete or be part of more than two repair and reflect conversations in a week, the class teacher will contact parents to discuss the pupil's behaviour. This will be recorded on MyConcern and referred to the Phase Leader, Deputy Headteacher or Headteacher.

The language we use to address or challenge unacceptable behaviour is:

*I see you are (refer to the specific behaviours or actions you have observed); It is the rule about ..... that you are breaking. If you choose to continue, then (explain next consequence or stage). Do you remember when/Remember how (refer back to a positive behaviour example). That is who I need to see today. Thank you for listening.*

If unacceptable behaviour continues, this is referred to the Phase Leader, Deputy Headteacher or Headteacher. The response in this instance depends on the number of referrals in a half term.

- The first instance in half term will be logged as a warning and recorded on MyConcern.
- The second instance in half term will result in a repair opportunity for 1 days (1 days of 15 minutes loss of time) where the child will undertake positive repair tasks as directed by staff. This will also be recorded on MyConcern.
- A third instance in half term will result in a 3-day consequence with opportunities for positive engagement in repair activities to support staff across school and will be recorded on MyConcern. Parents will be called

for a meeting and a behaviour log or other appropriate strategy (which may include the involvement of our WELLSA lead) may be introduced. Unacceptable behaviour whilst a child is on a behaviour log will result in further loss of privileges such as enrichment, clubs, out of school activities, trips, visit etc.

- Four instances in a half term will result in a meeting with parents and the school SENCO and may result in internal exclusion. Support from other agencies may be sought at this stage.

A lack of willingness of parents to meet or engage should be reported to SLT immediately.

#### **IMPORTANT NOTE:**

Any serious incident or behaviour could lead immediately to the most severe sanctions/ actions. All factors and circumstances, including the child's age, stage of learning and development or particular needs, will be considered and taken into account. Some examples of serious incidents or behaviour include (*this list is not exhaustive*):

- Violence
- Bullying including HBGT bullying
- Racism
- Theft
- Persistent misbehavior

#### **Pupil's Conduct Outside of school**

If children's behaviour outside school is impacting on behaviour in school or bringing the school into disrepute, then the same sanctions will be applied as if the behaviour had occurred within school. This includes cyber behaviour such as spreading rumours or saying nasty things on social media. The behaviour of pupils outside school may be relevant and can be considered as grounds for an exclusion decision because it has impacted on behaviour or learning in school.

#### **Communication with parents**

Teaching staff routinely report on a pupil's behaviour at parents' evenings and in written reports where learning behaviours are discussed. However, where a pupil's behaviour is causing concern, class teachers will contact parents informally at an early stage to seek their support in resolving the issue. Where inappropriate behaviour persists, staff will contact parents to discuss other strategies. These may include:

- Setting up behaviour modification support programmes;
- Withdrawal from extra-curricular activities;
- Involvement of other agencies.
- Behaviour Logs etc

Serious incidents of inappropriate behaviour will be dealt with by the Headteacher. A record may be maintained using MyConcern, giving details of when parents have been contacted by school or have made contact with school.

#### **Staff Development and Support**

All staff will be supported in their development and implementation of effective behaviour strategies in order to have a consistent and effective approach across school. A 'firm but fair' establishment of boundaries and use of rewards and sanctions will be introduced from the earliest days in Foundation Stage in order that children quickly recognise the high standards of behaviour which are expected and required of them.

#### **Play and Brunch Times**

Play and Brunch times are a time for playing and socialising. They also present opportunities for pupils to fall out and argue. Our staff recognise their role in supporting pupils' play and their ability to manage conflicts and disagreements. The following are some ways we seek to make lunchtimes a fun and safe part of the day:

- Regular contact with brunchtime staff, discussing any issues;
- Involving the staff on duty in children's games and activities and encouraging them to play with the pupils;
- Use of play equipment, games and resources;
- Use of play leaders;
- Rewarding positive behaviour and examples of kindness etc. with lottery tickets which lead to an award at the end of the week.
- Support of SLT and teachers during brunchtimes and playtimes.

Sanctions on the playground:

- A pupil who displays unacceptable behaviour is given a warning and an opportunity to change their behaviour;
- If the pupil continues to show unacceptable behaviour, they will be given a 5 minute time out, walking with the member of staff to take part in a reflect and repair conversation;
- If a child continues to show unacceptable behaviour they will be provided with further opportunities for reflection for 10 minutes as they walk with the member of staff;
- If necessary, a member of SLT may be called

Times when the class teacher needs to be informed:

- If the child continues to show unacceptable behaviour after being monitored by a member of staff;
- If a child is rude or abusive to a member of staff;
- When an incident may impact on lessons and learning in the following session

Misbehaviour which is in breach of safety should be reported to a member of SLT.

### **Supervision**

We know that the effective supervision of pupils will ensure reasonable and orderly behaviour. Teachers and support staff are on duty before school, during break times and after school. Supervision of pupils at brunch time is undertaken by Learning Support Assistants with support from other school staff. All adults have a part to play in ensuring an orderly and safe environment and that our school's standards of behaviour are kept.

All work and equipment should be organised prior to each session encouraging a prompt start to lessons and appropriate use of support staff. If a teacher has to leave the class **in an emergency**, they should inform the teaching assistant or the teacher next door to cover for that brief period.

### **Pupils with Special Needs**

We recognise that there are likely to be some pupils who lack the skills or awareness needed to co-operate with school rules and teachers' expectations. Where such concerns arise, parents will be contacted to discuss ways of supporting their child. This may result in the pupil being placed on a behaviour support plan giving details of the strategies the school will use to try to support the child whilst they acquire the skills and habits needed to co-operate with the school's behaviour systems. Parents and teachers will need to consider ways in which home and school can work together to promote good behaviour. Staff need to be aware that some children with behaviour difficulties can be 'labelled' by others and often get blamed for things they haven't done - the 'whole picture' is required.

### **Working with Other Agencies**

In cases of persistent disruptive behaviour and after consultation with the class teacher and parents, the Headteacher/SENCO may call upon the expert advice of outside agencies to assess the specific needs of an individual pupil. This may include monitoring observations by support agency staff, Educational Psychologists and the development of behaviour plans.

Managing transitions between schools, or school and high school will ensure the least possible disruption for the child's learning. This will involve information sharing between all concerned in order that every opportunity is taken to promote a positive and 'new' start, whilst recognising the child's specific behavioural issues and the concerns of both staff and parents.

### **Bullying**

We believe that all people are equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Episkopi Primary School takes bullying very seriously (please see our Anti-Bullying Policy). However, the term "bullying" needs to be clarified. It is our experience that, after investigation, many children who speak about being bullied have in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not bullying.

The Anti-Bullying Alliance defines bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" (2015). It can happen face-to-face or

through cyberspace (on-line, via social media or texting). This may take two forms. The most obvious situation is where one or more children, on repeated occasions, deliberately act in such a way as to distress another child. In such cases, the bullies are more readily identifiable. There may be cases, however, where a child is subjected to inappropriate behaviour on repeated occasions, but the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as a bully. We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

**S**everal  
**T**imes  
**O**n  
**P**urpose

The school has a number of strategies for dealing with this situation at a group, class or whole school level. All children are encouraged to speak out and talk to an adult if they have any concerns, in the knowledge that all staff will listen and act swiftly in order to deal with such issues. Please refer to our Anti-Bullying Policy.

### **Harassment**

The school has a duty under the Equality Act 2010 to promote equality. This means that there is a duty to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relationships between people of different beliefs, faiths, race, culture, sexual orientation etc.

As a school, it is particularly important that we help children to understand each other and the wider world. In line with the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values, which include mutual respect and tolerance of those of different faiths and beliefs. We do this through our rich and meaningful curriculum, our RE and PSHE teaching. Racial abuse or harassment of any kind is not tolerated in school and all incidents are dealt with immediately and recorded on MyConcern.

There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be. Where a pupil is proved to have been involved in a further racist incident, parents are contacted immediately and appropriate sanctions are imposed. The incident is recorded and any incidents are reported at governing body meetings.

### **Exclusion** (please also see the full Exclusion Policy)

The Headteacher has the duty to maintain discipline and good conduct to secure an orderly learning environment. In furtherance of this, the Headteacher has the right to exclude children from school at their own discretion, either temporarily or permanently. The Headteacher of a school can exclude a pupil on disciplinary grounds. The behaviour of pupils outside school may be relevant and can be considered as grounds for an exclusion decision. A fixed period exclusion can also involve a part of the school day; for example, if pupils' behaviour at brunchtime is disruptive, they may be excluded from the school premises for the duration of the period. When establishing the facts in relation to an exclusion, the Headteacher must apply the civil standard of proof and not the criminal standard of "beyond reasonable doubt". This means that if something is more likely than not to have occurred ("on the balance of probabilities") then the standard is met.

The Headteacher of Episkopi Primary School will use exclusion where they deem it to be a lawful, reasonable and fair sanction. The use of exclusion will reflect the importance of good behaviour for the education and welfare of all pupils. In considering whether to exclude a pupil, the Headteacher will weigh up the seriousness, or persistence, of the pupil's behaviour, together with the impact of not excluding the pupil on the school as a whole and the integrity of its behaviour policy. Whilst every effort will be made to identify pupils at risk of exclusion, and to put in place strategies to address problematic behaviour, there may be instances where exclusion is deemed appropriate. (Refer to <https://www.gov.uk/government/publications/school-exclusion-updated-January-2015>.)

Before the decision to exclude is made, the Headteacher will naturally consider all relevant facts and firm evidence and allow the accused child to give his or her account of the incident. When a child has displayed persistently poor behaviour prior to exclusion, parents would already be aware of their child's behaviour difficulties and will have been in contact with the school on previous occasions.



### Permanent Exclusion

Permanent exclusion would be used for the most serious of incidents or pattern of behaviour. The DfE document, Exclusion from Maintained Schools – Guidance January 2015 states:

*The Headteacher will decide whether a child's behaviour warrants permanent exclusion, though this is a serious decision and is reserved for:*

- *a serious breach, or persistent breaches, of the school's behaviour policy; or*
- *where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.*

### Informing Parents of Exclusion

Whenever the Headteacher excludes a pupil they will, without delay, notify parents of the period of the exclusion and the reasons for it. They will also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- the parents' right to make representations about the exclusion to the governing body (in line with the requirements set out in Section 4.1) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

### Confiscation of inappropriate items (taken from DfE 'Behaviour & Discipline in Schools' January 2016)

There are two sets of legal provisions which enable our school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items. School's policy is that any confiscated item will be returned to the child's parent.
- Power to search without consent for prohibited items including:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Pornographic images
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Where staff are suspicious that a pupil has any item listed above then they MUST follow legislative guidance with regards to handing over weapons and knives and extreme or child pornography to the police, otherwise staff will hand over other items to the Headteacher who will in turn contact parents to discuss the incident. The Headteacher may decide (depending upon the severity of the incident) to inform other agencies (Children's Social Care, School Nurse, Police etc).

Refer to <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### Policy for the Restraint of Pupils / Use of Reasonable Force

This section refers and quotes directly from the document: Use of Reasonable Force Guidance – 2013:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006 and was further clarified in the document above. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range

from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Teachers can use 'reasonable force' to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment; it is always unlawful to use force as a punishment. Before intervening physically a teacher/teaching assistant will tell the pupil who is misbehaving to stop and explain the consequence of what will happen if he/she does not stop. The teacher/teaching assistant will continue attempting to communicate with the pupil throughout the incident, and will make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation will always be employed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil. Staff will summon help from another adult. The pupil should be informed that help has been sought.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils;
- Blocking a pupil's path;
- Holding;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back.

At Episkopi Primary School, staff will speak to parents about serious incidents involving the use of force and will report these incidents on MyConcern. In deciding what is a serious incident, teachers should use their professional judgment and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff;
- the child's age.

### **Physical contact with pupils**

It is not illegal to touch a pupil. There are many occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Here are some practical examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

### **Malicious Accusations**

Swift disciplinary action will be taken against any pupil who has been found to have made a malicious allegation against school staff. The Chair of Governors will be informed.